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COVER

The picture on the cover shows a scene in the Buttonwillow Union Elementary School. The boy at the easel is the son of a migrant worker whose home is in a tent in the county camp. He and his sister come to school spotless every morning in spite of their environment.

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Relation of Education to National Defense and the National Welfare

Announcements, reports, and statements of policy on national defense and the national welfare that are of interest to school administrators have appeared within the last month.

A manifesto entitled *Democracy and Education in the Current Crisis*¹ by the faculty of Teachers College, Columbia University, is an excellent supplement to the statements on education and the national welfare issued by the Educational Policies Commission and the American Youth Commission.² The manifesto has four main divisions. The first is a statement on the gravity of the present situation; the second notes the assets of the nation; the third consists of several sections on the meaning of democracy; and the fourth is a creed of sixty separate articles. Among the many groups that are issuing appeals the members of the faculty of Teachers College deserve attention. As individuals each one is a responsible educator; as a group, which represents one of the leading institutions for the training of teachers, they are under an additional obligation, since their students are not merely students but themselves the teachers of others. The manifesto includes most of the points that are usually mentioned in appeals to national unity, but it goes beyond other statements in its acceptance of the "creative role of minorities."

First of all, it notes that the sole threat to American democracy is not from foreign ideologies but from internal weaknesses, before it goes on to list the important assets:

- A common speech and a common culture;
- A willingness to consider with open mind the contributions offered by diverse races, cultures, and religions, and to adopt those that promise enrichment of the national life;
- A widespread respect for human personality and a recognition of each individual's right to live his own life so far as it does not interfere with the welfare and happiness of others;
- An established belief that the welfare and happiness of the individual are the objectives that justify all social organizations, including government, and that they are superior to the deification of government and to the exaltation of its agents;

¹ The Faculty of Teachers College, Columbia University, *Democracy and Education in the Current Crisis*. New York: Bureau of Publications, Teachers College, Columbia University, August, 1940. Single copies of the report are available free of charge; copies in quantity are sold at the rate of \$1.80 for each 100. Requests and orders should be sent to the Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York City.

² "Statement of Policy on Education, Youth, and the National Welfare," *California Schools*, XI (September, 1940), 250-53.

- A common conviction that it is the duty as well as the privilege of every individual to share in the making of decisions concerning general policies that affect the welfare of all;
- A long experience in self-government, in which every adult may take such part as his interests and abilities warrant;
- Dissatisfaction with the present, and hope that stimulates to activity for a better future;
- Agreement that changes must be made by peaceful means;
- A general willingness to abide by majority decisions made at the polls, with due respect for minorities who may continue their activities to influence a subsequent decision;
- Recognition of the right of any minority, however small, to propose, to advocate, and even to agitate by proper means for social changes without as well as within the pattern previously approved by the majority;
- A widespread approval of the right of the individual to secure, interpret, and disseminate information, to come to such conclusions as it indicates, freely to express opinions, to exert the influence of argument, to choose one's associates, to assemble, to vote, to move freely, to labor at work of one's choosing, and to enjoy the fruits of one's labor, after contributing a just and proportionate share to the cost of protection and promoting the general welfare;
- Generally approved and practiced civil liberties, which may not be abrogated or curtailed, even by majorities;
- A widespread system of free education;
- Sympathy for and care of the unfortunate and the needy;
- Intolerance of enduring social stratification, whether caused by birth, race, religion, or wealth, inherited or otherwise acquired;
- The right to worship according to the dictates of one's conscience;
- Equality before the law and a presumption of innocence until proved guilty;
- Freedom from fear of persecution by those in authority.

Under the section on the Meaning of Democracy, several topics are discussed: the Moral Meaning of Democracy; the Sovereignty of the People, Democracy and a Strong Government are Compatible, Democracy has Faith in Intelligence, the Creative Role of Minorities, the Abuse of Civil Liberties an Attack on Democracy, Economic Foundation of Democracy, American Democracy and the World Situation.

Finally, in the creed, there is a pledge that the benefits of democracy set forth in the list of assets, shall extend into every realm of human association.

Other statements on national defense and education particularly worth noting come from the United States Office of Education. United States Commissioner of Education, John W. Studebaker, urges citizenship education as a means of national defense. The first measure is to eliminate illiteracy; the second is to educate the foreign-born and foreign-language groups in the history and principles of American democracy; the third is to overcome ignorance in civic and national affairs on the part of adults through practical and systematic study and discussion. Commenting on the success of the vocational education

national defense program, Commissioner Studebaker reported that more than 80,000 persons enrolled for defense training within a month and that during the same period 3,000 men have been placed in jobs. Commissioner Studebaker has also sent out to educational directors and presidents of college and universities, a copy of a letter from President Roosevelt urging young people not to interrupt their education out of a mistaken sense of duty.

An announcement has also been forwarded from the United States Office of Education on radio and national defense. The statement urges educational broadcasting groups to produce by means of local radio stations programs that will inspire patriotic loyalty and unity throughout the nation. Materials that may be obtained from the Educational Radio Script Exchange, United States Office of Education, Washington, are also listed. The following radio scripts may be borrowed from the Script Exchange Library: Let Freedom Ring, a series of thirteen 30-minute scripts on the Bill of Rights; Freedom on the March, a series of fourteen 30-minute dramatizations of the settlement of the Northwest Territory; Americans' All—Immigrants All, a series of twenty-six 30-minute dramatizations on the contribution of the various racial groups to American civilization; I am an American, a series of programs showing the democratic processes at work in government agencies; Pan Americanism, a series fostering good relations with Latin America. Several of these radio programs are also available in recorded form.

Free Schools of America

The following editorial on the public schools as an enterprise of American democracy by Lon D. Morgan appeared in the *Sacramento Shopping News* for September 6, 1940, at the opening of the school year. The California State Department of Education asked permission to reprint the editorial in *California Schools* because it expresses so effectively an appreciation of public education and its relation to the national welfare. The editorial will receive the attention of more citizens than are likely to see and read such a book as John Dewey's *Democracy and Education*, but the spirit of the two are the same. It is well to have the place of the schools so clearly defined for parents and taxpayers whose support of the program during the coming year should spring as wholeheartedly from a belief in the American system of education as do the efforts of the teachers to teach and the school administrators to lead.

Within the next few days about thirty million children and young people will return to schools and colleges. By all odds, education is the largest enterprise in the country. Nothing, not even our health activities, is comparable with it.

By and large, immense progress has been made in our schools. Talk to any teacher and we quickly learn the deficiencies of a particular institution. Take a longer view and it is impossible not to be impressed with the immense accomplishments of the educational system.

The public schools express the best we have been able to accomplish as a people. More than twenty-six million children will be enrolled in the public schools within a few days. . . .

The education offered varies widely in quality in the different states. Some of the public schools are among the best institutions of learning anywhere established. One great change is obvious everywhere. Children today enjoy going to school. Education has become a pleasant undertaking for the vast majority. This was not true a generation back. To too many the old-fashioned school was enforced drudgery.

The ideas of the best teachers have permeated our entire school system. John Dewey, retired professor of Columbia University, has exercised an influence on the schools of the United States greater than that of any statesman. No one since Horace Mann or Thomas Jefferson has been so potent.

John Dewey gave ideals to teachers. He expressed vividly one great democratic idea. He urged that the best education which the most intelligent and resourceful parent could provide for his own children be made available for all children. John Dewey had authority to compel the acceptance of his ideas. He was able to say persuasively what he thought. Thousands of men and women were inspired by his ideas, and education benefited.

More than two billion dollars will be expended during the next year to support the public schools. Yet in many places teachers' salaries are very low. The public is a niggardly employer for non-political jobs.

Most of the better schools are outside of politics. In the great cities political machines have sought to enrich their favorites through contracts for school buildings and school supplies. On the whole, however, instruction has been free from political interference.

Occasional attempts have been made to inject propaganda of one sort and another. These attempts have been so alien to the spirit of education that they have failed.

We had to have a great system of public schools if we hoped to survive as a nation. Our kind of government could not endure among an illiterate people. The burden placed upon the schools, accordingly, was tremendous. Millions of immigrants from every nation have, through their children, been taught the pattern of American life.

Without the public schools we might be speaking forty languages instead of one. The ideas and traditions of scores of races and governments would have been in conflict with traditional America.

We asked our schools to teach one language and one concept of civilization. Because they did their work well we are all Americans. This is a great achievement.

In most American communities the public school is the finest building. In many places it is the center of the community life. Everywhere it is the focus of the interest of the majority of the people.

Through public education, citizens are not only equipped to deal with the public problems of a self-governing republic. Also, individuals are qualified to make use of the opportunities which are historically American. The schools open the doors to personal achievement.

In this country we still believe that all boys and girls are entitled to go as far as ability and character will take them. The public schools have supplied the instruction and the training which uncovered talents and capacities.

American parents expect their children to do better than they themselves have been able to do. We broke with the European idea that a child must tread in his parents' footsteps. Public schools made it possible for us to realize this aspiration.

As you see the multitudes of children trooping back to the schools for another session's struggles, give thanks that as a people we have been able to create and to retain, despite adversity, this excellent public institution. Nothing can long be very wrong with a people who care so much for free education.

The trained mind and the disciplined character are the highest products of any civilization. To enable all children of all Americans to develop to the fullest their native qualities, we established and maintain this great system. Aid it as you can. Contribute to the formation of that public opinion which in each community will sustain the best schools the taxpayers can afford. If we do this we can rest easy for the future.

Boys and girls well instructed in good schools will take care of themselves and their country come what may.

DEPARTMENTAL COMMUNICATIONS

Division of Schoolhouse Planning

CHARLES BURSCH, Chief

PERSONAL LIABILITY OF SCHOOL TRUSTEES FOR UNSAFE BUILDINGS

The brief of Attorney General's opinion No. NS 2762 dealing with unsafe school buildings has elicited considerable interest and discussion.¹ This opinion emphasizes that what constitutes negligence of the type that would impose individual liability upon trustees depends upon the facts in each case. Furthermore, the Attorney General concludes the opinion by making the specific suggestion that the provisions of the Garrison Act² be followed so as to place the responsibility "squarely upon the residents of the district."

The Division of Schoolhouse Planning is in full accord with the purposes and provisions of the Garrison Act. School officials, especially in districts that have school buildings erected prior to 1933 and constructed of masonry units such as hollow tile, concrete blocks, stone, or brick, cannot be certain of the status of their individual liability unless they do follow the provisions of the Garrison Act to remove all question of such liability. The Garrison Act in the first place requires that the facts concerning the structural safety of the buildings be established by an examination made by competent architects or engineers. In the second place the Act sets up a definite procedure to be used whenever a vote by the electors is required to provide the funds necessary to make the building safe. If the results of the election indicate that the electors are unwilling to provide the funds needed to make the building safe the members of the governing board have thus, as the Attorney General phrased it, placed the responsibility "squarely upon the residents of the district."

It is of fundamental importance for all citizens of a community to know about the structural adequacy of their school buildings to

¹ "Interpretations of School Law," *California Schools*, XI (August, 1940), 225.

² School Code, section 6.53.

resist earthquakes. School trustees should not be personally liable for unsafe conditions for which the remedy involves an amount greater than that which they are authorized by law to raise and expend. Further the trustees should not be held personally liable for failing to strengthen weak buildings when the funds required can be raised only by a vote of the electors. In such cases, however, trustees have a definite responsibility to furnish to the electors all of the facts about the unsafe condition of the building and the estimated cost of making it safe.

In light of the above considerations school trustees are advised to follow the provisions of the Garrison Act in all cases where they have any reason to believe a school building would not withstand an earthquake. Since personal liability of trustees after all is an individual rather than a board matter it seems desirable to have the vote on all actions of the board relating to the safety of school buildings recorded in the minutes by names of individual members.

The text of the Attorney General's opinion is herewith printed in its entirety.

Earl Warren
Attorney General

NS2762

STATE OF CALIFORNIA

Legal Department

Dear Sir:

We have your letter from which the following is quoted:

"We have been requested to advise the trustees of the Calistoga Elementary School as to their personal liability as school trustees for injuries to students arising from a defective condition of the school building.

"In the instant case, it appears that the members of the Board have some knowledge to the effect that the school buildings may not be earthquake proof. The school is unable at the present time to finance repairs and to do so would entail a bond issue which in all likelihood would be defeated. The question is whether or not the trustees would be personally liable for injury or death to students after being placed on knowledge as to the condition of the school building."

In 1939 the Legislature added section 6.53 to the school code. . . . opinion NS1936, rendered to the district attorney of Stanislaus County, . . . interprets certain provisions of this section. We concluded that the new section did not change the statutes and cases which establish, define and limit the personal liability of school trustees for damages caused by the dangerous and defective condition of buildings, but furnished a procedure applicable only to earthquake hazards by which the trustees can avoid the possibility of any doubtful individual liability. From the facts then submitted it appeared that the trustees had requested a report from the Division of Architecture pursuant to section 6.53.

As we understand your case, the trustees have not taken any steps to obtain such a report although they "have some knowledge to the effect that the school buildings may not be earthquake proof."

Of necessity the question of what constitutes negligence upon the part of a school trustee, so as to impose individual liability upon him for injuries resulting from the dangerous and defective condition of property, is a complex one which depends upon the facts in each case. In any case, a trustee must do some act which a reasonably prudent person would not do under the circumstances, or fail to do that which such a person would do. There must be some negligence on his part which proximately caused the injury. (School Code, Sec. 2.807.) Any conclusion based upon hypothetical questions can never be free from doubt until determined in a particular case by a jury or judge, because negligence is practically always a mixed question of law and fact. The difficulty is increased when the element of an earthquake is added. Courts may well conclude that an individual trustee would not be liable in a situation which might have required some action on the part of the board, treating the board in effect as a corporate body. (*Lundy v. Dalmás*, 104 Cal. 655; *Bassett v. Fish*, 75 N. Y. 303.) The School Construction Law (Stats. 1933, p. 352, Deering's Act 7518b) is intended to insure certain standards in construction of new buildings which would enable them "to resist, in so far as is possible, future earthquakes." Section 6.53 is intended to make possible the replacement of buildings which are "unsafe for use" or release the trustees from individual liability for continued use.

A building may not be earthquake proof in the sense that its construction embodies every structural feature developed by engineers to resist earthquakes in so far as possible, but it does not follow that such a building is "unsafe for use" by reason of earthquake hazard. Only an expert can appreciate the varying degrees of structural condition between these extremes.

Since you state that the school trustees merely have some knowledge to the effect that the school buildings "may not be earthquake proof," in our opinion it is very doubtful whether any negligence could be predicated upon their failure to abandon or replace the buildings. However, since this is a question of fact, dependent upon the actual condition of the buildings and the trustees' knowledge thereof, it is our suggestion that you give some consideration to requesting an architect's report under section 6.53, which appears to have been enacted for the purpose of giving the trustees the means of obtaining expert advice in such a situation and placing the responsibility squarely upon the residents of the district if the expert concludes the buildings are "unsafe for use."

Office of the Superintendent of Public Instruction

WALTER F. DEXTER, Superintendent

CONFERENCE OF SUPERINTENDENTS OF SCHOOLS

The Annual Conference of California City, County, and District Superintendents of Schools will be held October 6, 7, 8, and 9, 1940, at the Hotel del Coronado, Coronado.

The annual meeting of the Association of California Public School Superintendents will be held in conjunction with the Conference. Members of the Association will transact business and elect officers.

Further details of the program will be announced from the office of the Superintendent of Public Instruction by whom the Conference is called.

Division of Elementary Education

HELEN HEFFERNAN, Chief

ANNUAL CONFERENCE OF SUPERVISORS AND DIRECTORS OF INSTRUCTION AND SUPERVISORS OF CHILD WELFARE

The annual Conference of Supervisors and Directors of Instruction and Supervisors of Child Welfare will be held October 2, 3, 4, and 5, at The Vista del Arroyo in Pasadena. The meeting is being sponsored by the California State Department of Education and is being held in conjunction with the California School Supervisors' Association and State Association of Supervisors of Child Welfare and Attendance.

FOR YOUR INFORMATION

AMERICAN EDUCATION WEEK

The twentieth annual observance of American Education Week, November 10-16, has been planned around the general theme "Education for the Common Defense." This theme is based on the preamble to the United States Constitution. The following topics are suggested for use in the schools, each topic being assigned to a particular day for observance:

Sunday, November 10—Enriching Spiritual Life
Monday, November 11—Strengthening Civic Loyalties
Tuesday, November 12—Financing Public Education
Wednesday, November 13—Safeguarding Human Resources
Thursday, November 14—Safeguarding Natural Resources
Friday, November 15—Perpetuating Individual Liberties
Saturday, November 16—Building Economic Security

Official sponsors of American Education Week are the National Education Association, American Legion, United States Office of Education, and the National Congress of Parents and Teachers. The observance planned for 1940 offers teachers and school administrators the opportunity to interpret the meaning of true citizenship in terms of national defense.

To aid the teachers of the nation in making this interpretation, the following description of the schools of the land is offered:

Born of the vision of the first settlers, nurtured by the hands and hearts of the pioneers, improved and expanded by the tireless efforts of those who thru the years forged the isolated school into a great system of free public education, made effective by the demands of succeeding generations of parents and teachers, the school in America has become the pride and center of the community. It awakens aspirations, develops fundamental skills, and frees the mind from the bonds of ignorance. It is the universal temple of childhood; the hope of parenthood; the forum of free discussion; the inspiration of the arts and the professions; the servant of agriculture, industry, and commerce; the garden of friendship; the common meeting ground of all races, creeds, and conditions—in short, the symbol and servant of a free, intelligent, democratic people.

Packets of material for publicity purposes have been prepared for use in the schools. The material is suitable for the various grade levels. The packets may be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington. The cost is nominal.

RELATION OF THE UNITED STATES OFFICE OF EDUCATION AND THE NATIONAL YOUTH ADMINISTRATION

In a recent statement signed by the United States Commissioner of Education and the federal administrator of the National Youth Administration, the division of responsibility of the two officers is distinguished. The statement includes the following eight points:

1. It is the function of the United States Office of Education to exercise leadership in developing and in administering federally financed programs of education, including emergency training programs to be conducted co-operatively by the federal government, the states, and the local communities, in schools and colleges. The Office, in accordance with its long-time policy, will develop and administer such programs through the established channels of educational administration.

2. It is the function of the National Youth Administration to provide and administer the funds with which to support programs of student work for young people who will be enrolled full-time in schools or colleges, and also employment on work projects for other young people, all of whom will be provided with related or necessary instruction under the direction of federal, state, and local educational authorities.

3. In establishing and carrying forward federal-state relations while performing the functions as indicated under paragraph 1 above, the United States Office of Education is the federal agency responsible for dealing directly with state educational systems and institutions.

4. In performing its functions as specified in paragraph 2 above, the Federal Office of the National Youth Administration will be responsible for dealing directly with its authorized agents in the state.

5. In working out policies for the development of their respective programs, neither the United States Office of Education nor the National Youth Administration will seek to secure appropriations with which to support activities in the states which are not strictly in accordance with the respective functions of these agencies as indicated above.

6. It is understood that insofar as the federal government participates in the support of educational services in the states for young people employed by the National Youth Administration and involving personnel, supplies, equipment and other operating costs, such support will be limited to the funds made available to the United States Office of Education and allotted by it to the states.

7. The United States Commissioner of Education and the Federal Administrator of the National Youth Administration assume the responsibility for securing the acceptance of this definition of functions by the officials of state departments of education and the state administrators of the National Youth Administration respectively.

8. In planning projects the State Youth Administrator shall work out jointly with the state department of education the nature of and plan for the work including the location of the project. The state department of education shall be responsible for developing a program of education suited to the needs of the youth employed on such projects. In any situation in which the state department of education decides that it is not feasible to furnish instruction in addition to that which is incidental to and a part of the work and is given during the work period, the specific situation in question shall be referred to a committee of three persons, selected jointly by

the state director of vocational education and the state administrator of the National Youth Administration. This committee shall decide whether such additional instruction is to be provided and whether the state department of education or the National Youth Administration shall provide it.

HANDBOOK FOR VOTERS

A publication intended for the use of voters has been prepared by the California League of Women Voters. *The California Voters Handbook* contains 128 pages of "definite, reliable, and unpartisan information about each unit of government, local, state, and federal, prepared for the use of all citizens who want to know what their government is and how it operates." Prepared by experts in the field of government, the material has been checked by other experts. *The Handbook* will be useful for adult education groups, civic clubs, young peoples' organizations, political clubs, social study and citizenship classes of secondary schools, educators, professional and business people. The nine chapters of the book have the following titles: The Voter, Election, Political Parties, Federal Government, California Government, County Government, City Government, Public Personnel and Public Finance.

Copies of the *Handbook* should be ordered from the California League of Women Voters, 447 Sutter Street, San Francisco. The price is 35 cents, plus tax and postage for single copies. Ten or more copies are sold for 32 cents each, plus tax and postage, the price is 26 cents each, plus tax and postage, for lots of fifty or more.

CENTRAL VALLEY PROJECT SCHOOL-RADIO SERIES

The school-radio educational series on the Central Valley Project is about completed and being mimeographed for distribution to secondary schools.

This series has been made available to high schools and junior colleges throughout the state through the co-operation of the United States Department of the Interior. The programs deal with virtually every phase of the huge multiple purpose water conservation enterprise now under construction by the Bureau of Reclamation.

Eight scripts make up the series. Schools may elect to prepare all or as many as they choose of the following programs: navigation, flood control, irrigation, salinity control, construction, water conservation.

One of the unusual aspects of the series is the room provided in each program for complete school participation in the broadcasts. The scripts are written in skeleton form with certain parts of each left blank. These vacant spaces are left to be filled by the students themselves according to the directions given. It is expected that various classes, such as the history, science, and civics classes, can work together

in gathering the research necessary to complete each program. The plan calls for turning over the accumulated research to the English classes for use in preparing the dramatic or narrative sequences required to fill the blank spaces. Finally, the completed script is to go to the dramatics coach for tryouts, selection of the student actors, and rehearsals. The series is so designed that music for the programs may be provided by the school orchestra and glee club.

To accompany the series a separate mimeographed booklet entitled "Production Hints," containing simple explanations of the technical terms used in the programs and valuable information on how to put on a radio show, has been prepared.

Teachers interested in the series who wish copies of the programs and the booklet on production may secure them at no cost by writing to the United States Department of the Interior, Old Post Office Building, Sacramento.

HIGH SCHOOL POETRY CONTEST

The date for the submission of manuscripts for the fourth annual anthology of California High School poetry is December 5, 1940. There is no charge for inclusion of poetry in the anthology and no payment is made for contributions. Further information may be obtained from the National High School Poetry Association, 3210 Selby Avenue, Los Angeles.

BOOK WEEK SUGGESTIONS

A leaflet containing suggestions to assist teachers in planning programs for Book Week, November 10-16, is available upon request from the American Library Association. It has been issued under the title "Suggestions for Book Week" to assist librarians, educators, and others in formulating their plans. Announcement is also made by the American Library Association that the periodical, *Booklist*, a guide to current books, will be issued in a new format. A sample copy will be sent if requested as well as information on introductory subscription offers. Requests for information and orders should be addressed to American Library Association, 520 North Michigan Avenue, Chicago.

FREE MAP OF RACIAL ORIGINS

The Council Against Intolerance in America has announced that its map, "America, A Nation of One People from Many Countries," is now ready for national distribution to teachers, principals, superintendents, and others engaged in school work.

The map shows in broad outline where Americans live, what they do, where they come from and what their religion is. Suggestions for

use in the classroom accompany the map, which is 35 inches by 54 inches, printed on heavy paper in four colors. It can be used alone or as visual aid to the manual for junior and senior high school teachers, *An American Answer to Intolerance*. Both are available free of charge to persons in educational work. Requests should be sent to Council Against Intolerance in America, Lincoln Building, New York.

FOURTH SEASON OF GREAT PLAYS SERIES

The fourth consecutive season of Great Plays will open on Sunday, October 13, over the Blue Network of the National Broadcasting Company at 12:00 m., PST.

The series which has won ever increasing acclaim from educators, critics, and the public at large since its introduction, will include the following titles in its 1940-41 season:

<i>Broadcast Date</i>	<i>Title</i>	<i>Author</i>
October 13	Cavalcade of Drama from Greece to Broadway	Original Radio Drama
October 20	The Birds	Aristophanes
October 27	Everyman	Morality Play
November 3	Dr. Faustus	Marlowe
November 10	Love's Labor Lost	Shakespeare
November 17	Merry Wives of Windsor	Shakespeare
November 24	The Tempest	Shakespeare
December 1	The Revenge Tragedies	Original Radio Drama
December 8	The Cid	Corneille
December 15	Imaginary Invalid	Moliere
December 22	Second Shepherd's Play	
December 29	The Pigeon	Galsworthy
January 5	The Restoration Drama	Original Radio Drama
January 12	The Barber of Seville	Beaumarchais
January 19	The Rivals	Sheridan
January 26	Early American Drama	Original Radio Drama
February 2	The Mikado	Gilbert & Sullivan
February 9	Rosmersholm	Ibsen
February 16	Cyrano de Bergerac	Rostand
February 23	Victorian Drama	Original Radio
March 2	The Climbers	Fitch
March 9	The Well of the Saints	Synge
March 16	The Swan	Molnar
March 23	Survey of Drama, 1920-40	Original Radio Drama
March 20	Robert E. Lee	Drinkwater
April 6	Servant in the House	Kennedy
April 13	Beggar on Horse Back	Kaufman-Connelly
April 20	Trelawney of the Wells	Pinero
April 27	Pride and Prejudice	Austen-Jerome
May 4	Prologue to Glory	Conkle

CALENDAR OF EDUCATIONAL MEETINGS

During 1940-41 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1940-41.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
October 17	Central California Junior College Association	San Luis Obispo
October 19	Bay Section Council, California Teachers Association	San Francisco
October 19	Central California Association of Journalism Advisers	San Francisco Galileo High School
October 19	Northern California Junior College Association	Salinas
November 16	California Elementary School Principals Association, Central Section	Fresno
December 7	California Elementary School Principals Association, Northern Section	Chico
December 16-18	American Vocational Association	San Francisco Fairmont Hotel
January 11	California Elementary School Principals Association, Central Coast Section	King City
February 8	California Elementary School Principals Association, Bay Section	Oakland
March 15	California Elementary School Principals Association, Southern Section	Long Beach
May 4-8	Thirty-third Annual Meeting of California Conference of Social Work	Long Beach
May 10	California Elementary School Principals Association, North Coast Section	Garberville

THEODORE ROOSEVELT BIRTHDAY

October 27, 1940, marks the eighty-second anniversary of the birth of Theodore Roosevelt, twenty-sixth President of the United States. A program of appropriate exercises to commemorate the day has been prepared by the Woman's Roosevelt Memorial Association, Roosevelt House, 28 East Twentieth Street, New York. Copies will be furnished to schools upon request.

Requests for information concerning the plays should be addressed to the National Broadcasting Company, Inc., 30 Rockefeller Plaza, New York City. A drama guide which is soon to be issued by Columbia University Press will discuss the development of the plays and the work of the playwrights.

GEOGRAPHIC NEWS BULLETINS

The National Geographic Society announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They embody pertinent facts of geographic information for classroom use. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. Each application should be accompanied by 25 cents to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. Subscriptions should be mailed to the National Geographic Society, Washington, D. C.

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

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